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ABSTRACT

This outline of the Program for Effective Teaching (PET), developed by the Arkansas State Department of Education, was generated by a statewide seminar convened to review and revise the PET model in the light of the growth and needs that have surfaced since the program began in 1979. The PET program was developed to improve the skills of elementary and secondary school teachers, the teacher training skills of college professors, and the supervisory skills of school administrators. The sections in this report provide outlines of: (1) PET instructional content and guidelines for PET participants; (2) inservice maintenance growth program for PET instructors and principals; (3) preservice guidelines for student teachers; (4) structure of a PET newsletter; and (5) a local school district maintenance model for PET. (JD)

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ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

GUIDELINES AND PROCEDURES FOR IMPLEMENTING THE

PROGRAM FOR EFFECTIVE TEACHING

"PET"

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Arkansas Department of Education
General Division

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November 1981

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SP 020 452

Introduction

Since 1979 the Program for Effective Teaching has spread across the state of Arkansas. This program has been implemented by PET instructors in many school districts. Instruction has taken place via the multiplier process - each trainer participating in three cycles and developing his/her own notes based on the Total Teaching Act (TTA) and one component, Instructional Skills.

The need has arisen for a written outline of the Arkansas Program for Effective Teaching. To address that need, superintendents were invited to send at least one PET instructor to a statewide planning seminar for the purpose of reviewing and revising the PET model in light of growth and needs that have surfaced since the program began. The seminar participants were also concerned with diversity of teaching styles, needs of districts, training of instructors and individual philosophies and program content.

Some seventy PET instructors, (representing a cross section of PET instructors across the state) met in Jacksonville, Arkansas for a two-day planning seminar on October 1 & 2, 1981. The participants organized themselves into five planning committees and developed an *"Arkansas Model of the Program for Effective Teaching"*. This model should be followed in determining instructional content of PET training cycles.

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

TABLE OF CONTENTS

	Page
Outline for PET Content	1
Suggested Calendar/Cycle for PET	5
Guidelines for PET	6
Maintenance for PET Instructors/Principals	11
Local School District Maintenance Model	12
Pre-Service in PET for Student Teachers	14
PET Newsletter	16

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Outline for PET Content

Guidelines for PET

COMMITTEE MEMBERS

Name	School District
Ross Beck	Texarkana
Leon Christenberry	Brookland
Billye Crawford	Tuckerman
Nancy Davis	Hamburg
Patsy Fleniken	Russellville
Virginia Gattis	Hughes
Bettie Harris	Parkers Chapel
Reuben Hayden	Lavaca
Pat Jackson	Springdale
Marguerite Jones	Marion
Peggy Savage	Valley Springs
Wanda Seabaugh, Chairperson	Dept. of Education
Louise Standridge	Private Consultant
Mary Worley	North Little Rock

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Outline for PET Content

INSTRUCTIONAL DAY 1

I. Introduction/Explanation of Schedule
   A. Input
   B. Practice
   C. Observation
   D. Conference

II. Overview-Program for Effective Teaching
   A. Background
   B. Total Teaching Act (TTA)
      1. Classroom Management Skills
      2. Human Relations Skills
      3. Planning Skills
      4. Selection and Use of Appropriate Materials
      5. Knowledge of Content
      6. Instructional Skills
   C. Instructional Skills
      1. Purpose of Focus on Instructional Skills
      2. Names of five Instructional Skills
         a. Select an Objective at the appropriate level
         b. Teach to the Objective
         c. Maintain the Focus of the Learner on the Learning
         d. Monitor and Adjust
         e. Use Without Abuse Principles of Learning
            (1) Motivation
            (2) Reinforcement
            (3) Retention
            (4) Transfer
   D. Program Goals
      1. Effectiveness of Learning
      2. Efficiency of Time
      3. Common Language
   E. Art vs. Science of Teaching
      1. Teacher decision-making
      2. Teacher control of Teaching Behavior

III. Select Objective at the Appropriate Level
   A. Task Analysis (Learning)
      1. Definition
      2. Steps of Task Analysis
         *a. Identify a terminal objective
         b. Brainstorm for all possible en route learnings
         c. Weed out nonessentials
         d. Sequence if necessary
         e. Form diagnostic questions
   B. Diagnostic Survey (Learner)

*Deal with writing objectives if necessary.

INSTRUCTIONAL DAY 2

REVIEW/FEEDBACK
I. Teach to the objective
   A. Definition of T_2O
   B. Effective, Efficient, Relevance
   C. Focus components of T_2O
      1. Explanation
         a. Content
         b. Process
         c. Example
         d. Definition
         e. Models
         f. Modeling
      2. Questioning
         a. Purpose
         b. Types
            (1) Individual
            (2) Group
      3. Responding to the efforts of the learner in terms of the learning
         a. Purpose
         b. Frequency
      4. Activity
         a. Purpose
         b. Types
            (1) Guided
            (2) Independent

DEMONSTRATION LESSON
CONFERENCE
PRACTICE/OBSERVATION/CONFERENCE (Should be completed between input days.)

INSTRUCTIONAL DAY 3

REVIEW/FEEDBACK from Observation
I. Maintain the Focus of Learner on the Learning
   A. Definition of maintaining the focus of learner on the learning
   B. Components
      1. Anticipatory Set
         a. Purpose
         b. Elements
            (1) Statement of Learning
            (2) Involvement of the Learner
            (3) Relation of the learning to a past, present or future learning or experience of the learner
      2. Closure
         a. Purpose
         b. Elements
            (1) Summary of the learning
            (2) Involvement of the learner
      3. Active Participation
         a. Purpose
         b. Types
            (1) Covert behavior
            (2) Overt behavior

DEMONSTRATION LESSON
PRACTICE/OBSERVATION/CONFERENCE (Should be completed between input days.)

INSTRUCTIONAL DAY 4

REVIEW/FEEDBACK from Observation
I. Bloom's Taxonomy
  A. Origin of Taxonomy
  B. Definition of Taxonomy
  C. Purpose
  D. Levels of Thinking
    1. Knowledge
    2. Comprehension
    3. Application
    4. Analysis
    5. Synthesis
    6. Evaluation
  E. Difficulty and Complexity

DEMONSTRATION LESSON
PRACTICE/OBSERVATION/CONFERENCE (Should be completed between input days.)

INSTRUCTIONAL DAY 5

REVIEW/FEEDBACK from Observations
I. Use Without Abuse Principles of Learning
  A. Definition/Identification of four principles
  B. Motivation
    1. Definition
    2. Variables
      a. Interest
      b. Level of concern/tension
      c. Feeling tone
      d. Success/level of difficulty
      e. Reward
      f. Specific knowledge of results
  C. Reinforcement
    1. Definition
    2. Concepts of reinforcement
      a. Methods
        (1) Positive
        (2) Negative
        (3) Extinction
      b. Schedule
        (1) Regular
        (2) Intermittent

DEMONSTRATION LESSON
PRACTICE/OBSERVATION/CONFERENCE (Should be completed between input days.)

SCHEDULE - PET

INSTRUCTIONAL DAY 6

REVIEW/FEEDBACK

I. Use Without Abuse Principles of Learning
   A. Retention
      1. Definition
      2. Variables
         a. Meaning
         b. Practice
            (1) How much
            (2) How long
            (3) How often
               (a) Massed
               (b) Distributed
         c. Modeling
         d. Feeling tone
         e. Transfer
         f. Degree of original learning
   B. Transfer
      1. Definition
      2. Types
         a. Positive
         b. Negative
      3. Variables
         a. Similarity
         b. Association
         c. Degree of original learning
         d. Identification of critical attribute

DEMONSTRATION LESSON
CONFERENCE
PRACTICE/OBSERVATION/CONFERENCE (Should be completed between input days.)

INSTRUCTIONAL DAY 7

REVIEW/FEEDBACK

I. Monitor and Adjust
   A. Definition
   B. Purpose
   C. Steps
      1. Generate overt behavior
      2. Observe overt behavior
      3. Interpret overt behavior
      4. Determine the need for adjustment or no adjustment
      5. Take action

II. Program Closure

III. Program Evaluation

PRACTICE/OBSERVATION/CONFERENCE (Should be completed between input days.)

SUGGESTED CALENDAR SET-UPS

26 day =

Mon	Tue	Wed	Thur	Fri
	Input	Input	Practice.....	
Observe	Observe	Input	Practice.....	
Observe	Observe	Input	Practice.....	
Observe	Observe	Input	Practice.....	
Observe	Observe	Input	Input	Pract.
Observe	Observe			

22 day =

Mon	Tue	Wed	Thur	Fri
	Input	Input	Pract.	Observe Day
Observe	Input	Input	Pract.	Observe
Observe	Input	Practice	Observe	Observe
	Input	Practice	Observe	Observe
	Input	Practice	Observe	Observe

23 day =

Mon	Tue	Wed	Thur	Fri
	Input	Input	Pract.	Pract.
Observe	Observe	Input	Practice	Observe
Observe	Input	Pract.	Observe	Observe
	Input	Input	Pract.	Observe
Observe	Input	Pract.	Observe	Observe

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Guidelines for PET

I. Criteria for Selecting Potential Instructors

Must display the following qualities:

A. Demonstrate competency in classroom instruction

B. Exhibit potential to instruct adults

C. Demonstrate skill and ease in use of chalkboard and/or overhead projector

D. Highly regarded by colleagues

E. Display self-discipline

F. Regard for others' ideas, opinions and feelings

G. Display a sense of humor

H. Flexibility of time

II. Criteria for Approval of PET Instructors

A. Professional Status

1. Professionals who are certificated in areas of education, including elementary, secondary and higher education.

2. Professionals who are college graduates and employed by other educational and consultative agencies for the purpose of instruction.

B. Educational Instruction in PET (A minimum of 35 hours of instruction is required for each cycle.)

1. As trainee (learner) must have completed cycle in which instructional supervision is taught.

2. As observer (trainee) must have: (Second Cycle)

a. Expanded notes during instruction days

b. Observed eight (8) conferences that spread the entire cycle for optimum observation of instructional supervision in instructional skills.

c. Observed in two (2) instructional conferences by approved instructors at their discretion.

3. As Observer-Assistant Instructor (Third Cycle)

a. Assigned review tasks

b. Assigned teaching responsibilities (instruction and review by observer must be done under the observation of the primary instructor.)

c. Assigned instructional conferences

Note: Once these requirements are fulfilled, the primary instructors for the last two cycles must submit their approval and recommendation to the Arkansas Department of Education, Division of Management and Development.

C. Inservice Requirements for PET Instructors

1. Must maintain basic content and structure of the Program for Effective Teaching.

2. Must attend at least one seminar each year for the purpose of maintaining and improving skills to teach the PET model. (Seminars to achieve the purpose must be approved by the Arkansas Department of Education, Division of Management & Development.)

III. Criteria for Approval of PET Observer

A. Professional Status

1. Professionals who are certificated in areas of education including elementary, secondary and higher education.

2. Professionals who are college graduates and employed by other educational and consultative agencies for the purpose of instruction.

B. Educational Instruction in PET

1. As trainee (learner) must be involved in cycle in which Instructional Supervision is taught.
2. As observer (trainee) must have:
   a. Expanded notes during instruction days.
   b. Observed eight (8) conferences that spread the entire cycle for optimum observation of Instructional Supervision in instructional skills.
   c. Observed in two (2) instructional conferences by instructors at their discretion.

Note: Once these requirements are fulfilled, the primary instructor of the second cycle must submit his/her approval and recommendation to the Arkansas Department of Education, Division of Management and Development.

C. Inservice Requirement for PET Observers

1. Must maintain basic content and structure of the Program for Effective Teaching.
2. Must attend at least one seminar each year for the purpose of maintaining and improving skills to teach the PET model. (Seminars to achieve the purpose must be approved by the Arkansas Department of Education, Division of Management and Development.)

IV. Organization and Administration of Program for Effective Teaching

A. Basic Requirements

1. Program cycles for effective teaching are to be approved by the Arkansas Department of Education, Division of Management and Development. Approval includes:
   a. Primary Instructors (Must meet above criteria in II.)
   b. Primary Observers (Must meet above criteria in III.)
   c. Program Organization for PET Cycle

Note: Each local district or agency must submit the following to the Arkansas Department of Education, Division of Management and Development, prior to the beginning of a PET cycle: 1) Proposed Instruction Cycle Calendar; 2) Name of primary instructor and assistant instructor(s); 3) Names of observers; 4) List of PET learners; 5) List of participating districts.

2. Approved Primary Instructor - The primary instructor is responsible for coordination and teaching of all instruction throughout the cycle. No more than two (2) other approved instructors will share instruction.
3. Number of Approved Primary Observers - Suggested ratio of primary observers to participants one (1) observer to eight (8) participants. Example: 24 participants/3 observers; 16 participants/2 observers
4. Number of Program Participants - 24 (Total number of participants may vary depending upon the number of primary observers available during cycle.)
5. Observer-Trainee (No more than four (4) per cycle)
6. Observer-Assistant Instructor (No more than two (2) per cycle)

Note: Items five and six will help prevent an overload and ensure a higher degree of training for potential instructors.

7. Cycle Length - 22-27 days (See attached examples)
8. Instructional Day = (5) hours of instruction
9. Seven (7) days of instruction for classroom teachers
10. Administrators, supervisors and potential observers/instructors shall participate in the instructional supervision block in addition to the basic instruction.
11. A minimum of four (4) observation lessons - conferences

B. Responsibilities of instructional leaders at district and building levels in implementing PET

1. Must participate in at least one (1) cycle - prior to/or with teachers.
2. For purpose of maintenance, principals, instructional supervisors or head teachers will meet the requirements of an approved observer.
3. Principals should be involved in observation/conferences of their teachers during training.

C. Critical Needs

1. Provision for continuation and maintenance of the PET program after the initial cycle
2. Budget Allocations
3. Physical Facilities
   a. Chalkboard 4' x 8' (two are desirable)
   b. Regular size classroom
   c. Tables and chairs
   d. Restroom facilities - accessible to area for instruction
   e. Name cards - each trainee
   f. Well lighted area for instruction

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Inservice Maintenance Growth Program
for PET Instructors & Principals

COMMITTEE MEMBERS

Name	School District or College
Sandra Anderson	Waldron
Jim Boyd	University of Central Arkansas
Esther Crawford	North Little Rock
Jack Crawford	Corning
Aretha Dodson	Lonoke
Fred Hattabaugh, Chairperson	Henderson State University
Jean Hutchison	South Conway County
Ruthelle Jerry	El Dorado
Lois McHan	Dumas
Beverly Reed	Siloam Springs
Betty Smith	DeWitt
Joe Smith	Knobel
Diane Thomas	Magazine
Karl Weathers	Earle

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Inservice Maintenance Growth Program for PET Instructors & Principals

Inservicing Principals in the Instructional Supervision of PET

The sessions will be regional meetings at seven or eight sites. Participating principals and superintendents will have completed one, two or three PET cycles and Arkansas consultants will conduct the sessions.

After much discussion the committee decided to provide two seminar formats. Participants will decide which sessions to attend. One seminar format will be for instructional supervisors who desire to receive basic information about instructional supervision. Following is a format for these sessions:

I. Purpose of instructional supervision including information about roles and relationships
II. Review of instructional skills (diagnostic and quick)
III. Introduction of instructional supervision model - some practice provided
IV. Maintenance ideas
V. Feedback

One seminar format will be for instructional supervisors who desire more indepth instructional supervision training. Following is a format for these sessions:

I. Purpose of instructional supervision including roles and relationships
II. Review instructional supervision model
III. Six types of conferencing (especially 3 conferences). Indepth analysis with specific areas of emphasis such as principles of learning.
IV. Teach and conference in teams
V. Update and enrich
VI. Maintenance ideas including formal observations, walk-through conferences, record keeping, time management
VII. Feedback

Format for Seminars for Inservicing PET Instructors

The committee developed the following as a format for seminars for inservicing PET instructors:

I. PET update
II. Maintenance of skills
III. Additional inservice ideas for PET trained teachers
IV. Sharing and extending time (rap sessions)
V. Feedback

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Local School District Maintenance Model for
Program for Effective Teaching

COMMITTEE MEMBERS

Name	School District
Wesley Berry	West Memphis
Loretto Bonner, Chairperson	Russellville
Marie Cooper	Carlisle, Migrant Center
Max Crowe	Paris
Almeda Elliott	Cabot
Jamie Foster	North Little Rock
Ed Harris	Watson Chapel
Teresa McFarlin	Des Arc
Lynn Milligan	Cave City
Rachel Myers	Little Rock
Rhonda Partridge	Helena-West Helena
Beth Poe	Marion
Janie Pumphrey	Texarkana
George Robb	Paragould
Dan Shepherd	Turrell
Richard Weaver	Bentonville
Tommy Webb	England

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Local School District Maintenance Model for Program for Effective Teaching

RATIONALE

A maintenance program is essential after PET training. The program of maintenance has the following purposes:

1. *Retention of instructional skills acquired through PET training*
2. *Continuous growth in the application of PET skills in the classroom*

RECOMMENDATIONS

A. Central office staff and building administrators must assume leadership roles in the district's maintenance program. The committee recommends that all central office personnel complete at least one cycle (at least two if used as observers) and that all building administrators complete two cycles to qualify them as observers according to state guidelines.

B. Provisions for training personnel new to the district should be made each year.

C. Each district should provide sufficient time to review and update the PET model for all personnel who have completed one PET cycle.

Minimum Recommendations

1. *Review of terminology and application of all components of the PET model near the beginning of the school year*
2. *Sessions as needed throughout the year to improve, strengthen and update specific areas of concern*

D. Success of a maintenance program is contingent upon the building administrator assuming the role as instructional leader. Observations/conferences are essential for continuous growth in the application of instructional skills.

Minimum Recommendations

1. *At least two formal observations/conferences by the principal/supervisor each year*
2. *Frequent drop-in visits followed by informal conferences*

E. Attending local, regional and state conferences will help PET trainers and building principals refine their instructional/supervision skills. Budgetary consideration should be provided.

SMORGASBORD OF IDEAS FOR MAINTENANCE OF PET

1. Group sessions during teacher conference/preparation periods to review/update (i.e., Principles of Learning, etc.).
2. Walk through observations by PET instructor/supervisor and building principal in classrooms to get "feel" of the building in relation to instructional skills being utilized.
3. Teachers lunching together occasionally and discussing ideas/concerns pertaining to PET.
4. Grade level/subject area meetings to share teaching examples, etc.
5. Short inservice sessions before and/or after school.
6. Release time for meetings whenever possible.
7. Principals/supervisors practicing observation/conference skills by teaching, observing and conferencing each other.
8. Informal principal/teacher conferences.
9. Madeline Hunter's books available in professional library.
10. Update sessions on sponge activities (see writings of Madeline Hunter).
11. Small school districts meeting together to discuss PET.
12. Preschool inservice on instructional supervision.
13. Observations by principal of three/four conferences during teacher's initial PET training with the final conference being conducted by the principal under trainer's supervision.
14. Invitation to board members to attend part or all of PET training or mini-session planned especially for them.
15. Plan PET coverage through the media and civic clubs.

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Pre-Service Guidelines for Student Teachers

COMMITTEE MEMBERS

Name	School District or College
Lois Bolick	Forrest City
Paul Burge	Arkansas State University
Wallace Floyd	Fort Smith
Sharron Havens	Lonoke
Tish Henslee	UALR
Jesse Rancifer, Chairperson	UAPB
George Rice	Waldo
Art Steely	Southern Arkansas University
Tom Teeter	UALR
Sam Watkins	Camden
Sarah Womble	Pulaski Co. Special

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Pre-Service Guidelines for Student Teachers

RATIONALE

Historically, the Program for Effective Teaching has been emphasized as an inservice program more so than a pre-service program.

At the university level the Program for Effective Teaching instructors are administering a program designed for inservice training at a pre-service level. There are inherent differences between inservice and pre-service training.

For example:

A. The experiences or background of the learners
B. The level of concern for the learning
C. The focus or intent of the programs
(Pre-service training intends to produce competent "beginning" teachers while inservice training intends to bring mastery of existing skills.)

However, there are some necessary similarities that must exist between the pre-service and inservice presentation of PET.

For example:

A. The content of the program
B. The amount of time required to present the content
C. The credibility of the practicum and conference experiences
D. The quality of instruction provided

The inherent differences between pre-service and inservice training require flexibility and accomodation in structure and schedule. The similarities that exist require adherence to state approved qualitative standards.

RECOMMENDATIONS:

I. The committee recognizes pre-service experiences are most valuable to the beginning teacher, but that inservice experiences are also needed to achieve maturity as a practicing professional teacher. It is recommended, therefore, that the content of the Program for Effective Teaching be included as a part of the pre-service training for teachers in colleges of teacher education but that school districts determine the level of application of instructional skills of the new teacher to ascertain future staff development needs on local levels.

II. It is recommended that the content of pre-service PET be identical to that for classroom teachers.

III. The committee recognizes the need for a plan that will allow for flexibility in how the model is communicated to university students and further recommends that:

A. Thirty-five to forty hours be spent in instructional input.
B. There be practicum experiences followed by conferences in keeping with state PET guidelines. When direct teaching experiences are impractical, other alternatives be utilized.
C. University faculty members with responsibilities in PET meet state guidelines.
D. The cooperative teacher (the teacher to whom the student teacher is assigned) should have successfully completed at least one or more PET cycles.
E. PET pre-service be included during the professional semester.

IV. If the pre-service Program for Effective Teaching meets the institutions' requirements for a credit course and state PET guidelines, the committee recommends that credit be granted. If the program does not meet the institutions' requirements for credit, but does meet state PET guidelines, the committee recommends that some other form of recognition be granted; i.e., certificate, transcript entry - pre-service PET, letter of completion, others.

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Structure of PET Newsletter

COMMITTEE MEMBERS

Name	School District
Howard Austin	Prescott
Loran Barnes	Augusta
Maurice Dunn	Hot Springs
James Hester	Dept. of Education
Henrietta Holcomb	Fayetteville (attended for Charlie Russell)
Nancy Lawson	Arkadelphia
Frank Mitchell	Fordyce
Barbara Prather*	Ashdown
David Robinson *	Sheridan
Janet Taylor	Blytheville
Anne Weems*	Bald Knob
Mary Wells	Vilonia
Roy Wood, Chairperson*	Dept. of Education

*Editorial Committee

ARKANSAS PROGRAM FOR EFFECTIVE TEACHING

Structure of PET Newsletter

Purpose: To provide a vehicle for sharing PET information among educators in local school districts and colleges and universities.

Intended Audiences: Program for Effective Teaching instructors, superintendents of schools, deans/heads of divisions/colleges of education and other interested persons.

Format for Newsletter

Regular Features should include:

Set: An introduction by Dr. Don Roberts, Dr. Morris Holmes and selected others.

T_2O: Explanation - Articles written by professionals which will enrich presentation of instructional skills content. Could be on one of the skills or one principle of learning.

Could be report of research, words from Madeline Hunter, committee reports from the Program for Effective Teaching planning seminar.

Activity: Original activities which have proven to be effective and would add variety and vividness to instruction of PET.

Questions and Responding to Learners:

A section for instructors to send questions concerning PET, with different guest assigned to answer the questions each issue.

- could be requests for activities
- could be concerning different ways of organization of PET
- any other

Principles of Learning:

Feature individuals or school districts that have shown outstanding commitment to the Program for Effective Teaching.

- any other

Closure: A calendar of events of interest to PET instructors

Bird-Walking: Relevant anecdotes, amusing PET experiences, etc.

Newsletter Committee Recommendations:

1. The committee recommends the newsletter be published quarterly: in August, November, January and April, with the first issue mailed in January 1982.

2. Report PET activities in Education Update. The focus of this coverage should be directed not to PET instructors, but to teachers who have completed one cycle. Interviews/pictures of classroom teachers with comments as to how his/her instructional skills have improved as a result of involvement in the program, reactions of students, etc. (Probably every school district working with PET could identify a few teachers who would be good subjects.) Different areas of the state, teachers from different levels should be included.

3. This newsletter planning committee should serve as a continuing advisory committee.